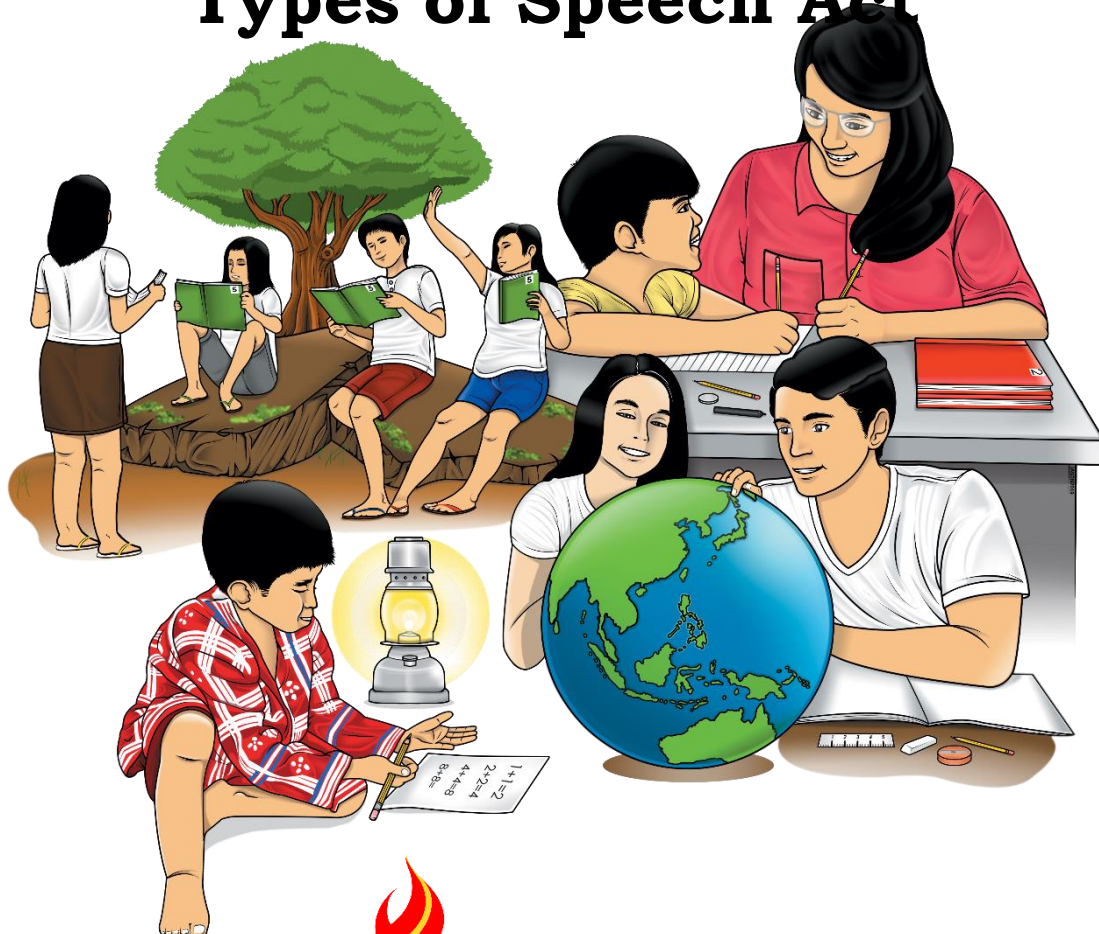


Oral Communication in Context

Quarter 1 – Module 7: Types of Speech Act



Oral Communication in Context
Alternative Delivery Mode
Quarter 1 – Module 7: Types of Speech Acts

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Oral Communication in Context

Quarter 1 – Module 7: Types of Speech Act

Introductory Message

For the facilitator:

Welcome to the Oral Communication in Context Grade11/12 Alternative Delivery Mode (ADM) Module on Types of Speech Act

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Oral Communication in Context Grade 11/12 Alternative Delivery Mode (ADM) Module on Types of Speech Act

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in, to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Do not forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the directions carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

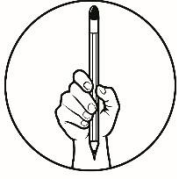
This module was designed and written with you in mind. It is here to help you master types of speech acts and know how to respond to them effectively and appropriately. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with your needs.

The module consists of one lesson, namely:

- **Types of Speech Act**

After going through this module, you are expected to:

1. describe speech act;
2. distinguish types and classification of speech act;
3. determine the appropriate response in different social setting; and
4. respond appropriately and effectively to a speech act.



What I Know

Directions: Choose the letter of the correct answer. Write your answers on a separate sheet of paper.

1. Consider this statement: "I now pronounce you as husband and wife."
Who among the following can say this and make marital union happen?
 - A. priest
 - B. teacher
 - C. retired policeman
 - D. famous celebrity
2. What do you think does the speaker mean when he/she says, "Can you carry these for me?"
 - A. The speaker wants to know if I have the ability to carry his/her things.
 - B. The speaker is requesting me to help him/her carry his things.
 - C. The speaker does not make sense.
 - D. The speaker does not mean anything.
3. You and your sibling were playing in your room. Suddenly, your mother entered the room and she angrily said, "It's dirty here!" How would you interpret what she said?
 - A. She feels happy.
 - B. She wants you to clean the room.
 - C. She does not feel well that is why she got angry.
 - D. She just wants to get angry.
4. Based on the scenario in item number 3, what will your next action be?
 - A. I will continue playing with my sibling.
 - B. I will agree with her and say that the room is dirty.
 - C. I will stop playing with my sibling and will clean the room.
 - D. I will ignore my mother.
5. In which of the following statements is the speaker making a commitment?
 - A. "I checked her outputs last week."
 - B. "I am sad and feeling blue!"
 - C. "I promise to help you with your problems."
 - D. "I think following the law makes us responsible citizens."

6. Which of the following refers to the utterance that a speaker makes in order to achieve an intended effect?
- A. Speech Act
 - B. Speech Demo
 - C. Speech Style
 - D. Speech Variation
7. The following are the known functions of speech act **EXCEPT**:
- A. apology
 - B. greeting
 - C. offering
 - D. planning
8. "Please clean the house." This utterance falls under _____ type of speech act.
- A. commissive
 - B. locutionary
 - C. illocutionary
 - D. permissive
9. This refers to the audience's reaction to an utterance since it carries a directive for the audience.
- A. locutionary
 - B. illocutionary
 - C. perlocutionary
 - D. speech act
10. The listed ideas are utterance requirements for Locutionary Act, **EXCEPT FOR ONE**.
- A. has sense which is more important for communication to take place
 - B. has the same meaning to both the speaker and the listener
 - C. has the appropriate response to what has been said
 - D. has value to shared meaning when it is modified or adjusted

For numbers 11-15

Directions: Identify what type of illocutionary act is being referred to in the following statements / definitions. Choose the letter of the correct answer from the word pool. Write your answers on a separate sheet of paper.

A. assertive	D. expressive
B. commissive	E. declaration
C. directive	

11. This refers to the type of illocutionary act in which the speaker is trying to make the addressee do what he wanted him to do or perform.
12. It is the type of illocutionary act in which the speaker tries to express his belief on something which to him is true and valid.
13. A type of illocutionary act which tries to create a change in the external situation.
14. A type of illocutionary act in which the speaker's feelings or emotional reactions are expressed.
15. It is the type of illocutionary act which states the intention of the speaker in committing himself to do something in the future.

Lesson

Types of Speech Act

Communication happens effectively when the message is passed clearly; it becomes useful and meaningful when both the sender and the receiver understand the idea being put across. Indeed, there could be no valid reasons to ignore the need for communicating successfully.

Moreover, to achieve effective communication, it is essential to know the different types of speech act which are the focus of this lesson. Hence, this module will help you distinguish the important role of speech act in achieving communicative competence by responding appropriately to various utterances for you to efficiently communicate with the world.



What's In

You have learned from your previous lesson that each Speech Style (i.e. intimate, casual, consultative, formal, and frozen) constitutes various uses depending on the social situation you may find them appropriate and most fit to use. Make use of all these insights for you to be able to broaden your understanding of the concepts that will be discussed in this module. Enjoy learning!



Notes to the Teacher

You may give various examples of social situations and ask the learners to point out directly the type of speech suited in the given scenario. (Use scenarios/situations the learners can relate to.)



What's New

Get Me Right!

Have you ever been misunderstood? How do you feel every time someone misunderstands you?

Recall a conversation you had with someone who did not understand what you mean and gave you a different response. Then supply the table below with the needed information.

Example:

Situation: Break Time at the School Canteen			
Scenario	Line	Intention	Outcome
My classmate and I were eating at the canteen.	“Wow, a cake! Does it taste good?” (Wow, cake! Masarap ba ‘yan?)	To indirectly say that I want to be given a slice of the cake.	My friend just responded, “Yes, it tastes good.” (Oo, masarap sya.) *I was not given a slice of the cake.

Situation:			
Scenario	Line	Intention	Outcome



What is It

Suppose you will be given another chance to go back to the scenario you have recalled and shared. Is there anything you would wish to change in your utterances so that you would not be misunderstood? What realization have you made toward responding appropriately to utterances or statements over a certain conversation? Write your answer on the space provided for. Write your response on a separate sheet of paper.

Your response:

A *speech act* is an utterance that a speaker makes to achieve an intended effect.

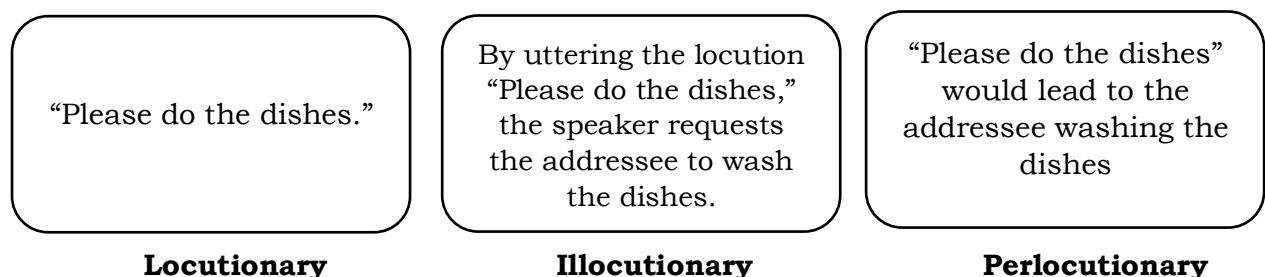
Speech acts are performed when a person offers an apology, greeting, request, complaint, invitation compliment, or refusal. Speech act is an act of communication.

As we communicate with others, we use language without minding whether to use complete sentence or not. The number of words in a single utterance does not matter so long as we can get our message across.



Three Types of Speech Act

According to J. L. Austin (1962), a philosopher of language and the developer of the Speech Act Theory, there are three types of acts in every utterance, given the right circumstances or context. These are:



1. *Locutionary act* is the actual act of uttering or saying something. This act happens with the utterances of a sound, a word or even a phrase as a natural unit of speech.

For the utterances to be a Locutionary Act, consider the following:

- It has sense, and mostly importantly, for communication to take place.
- It has the same meaning to both the speaker and the listener.
- Utterances give rise to shared meaning when it is adjusted by the speaker for the listener.

Examples of Locutionary Acts:

- “Doh!” (favorite expression of TV cartoon character Homer Simpson)
- “Wow?” (When someone is amazed)
- “Hello!” (greeting someone)
- “Get out!” (a strong command)

2. *Illocutionary act* is the social function of what is said.

In an illocutionary speech act, it is not just saying something itself but with the act of saying something with the intention of:

- stating an opinion, conforming, or denying something;
- making a prediction, a promise, a request;
- issuing an order or a decision; or
- giving advice or permission.

This Speech Act uses the Illocutionary Force of a statement, a confirmation, a denial, a prediction, a promise, a request, etc.

Examples of Illocutionary Acts:

- It’s more fun in the Philippines. (opinion)
- I’ll help you clean the house tomorrow. (promise)
- Get my things in the office. (order)

3. *Perlocutionary act* refers to the consequent effect of what was said.

This is based on the particular context in which the speech act was mentioned.

This is seen when a particular effect is sought from either the speaker or the listener, or both. The response may not necessarily be physical or verbal and is elicited by:

- inspiring or insulting
- persuading/convincing; or
- deterring/scaring

The aim of Perlocutionary Speech Act is to change feelings, thoughts, or actions.

Examples of Perlocutionary Acts:

- “We can do this. We heal and win as one!” (inspiring)
- “It is crucial that we give all our collective efforts to fight against this pandemic. We must start working together.” (persuading)
- “Smoking destroys your health, certain as it brings diseases, it kills – you, your loved ones, and others!” (detering)

Searle's Classification of Speech Act

As a response to Austin's Speech Act Theory, John Searle (1976), a professor from the University of California, Berkeley, classified illocutionary acts into five distinct categories.

1. *Assertive* – a type of illocutionary act in which the speaker expresses belief about the truth of a proposition. Some examples of an assertive act are suggesting, putting forward, swearing, boasting and concluding.

Example:

No one can love you better than I do.

2. *Directive* – a type of illocutionary act in which the speaker tries to make the addressee perform an action. Some examples of a directive act are asking, ordering, requesting, inviting, advising, and begging.

Example:

Please maintain the cleanliness of our school.

3. *Commissive* – a type of illocutionary act which commits the speaker to doing something in the future. Examples of a commissive act are promising, planning, vowing, and betting.

Example:

From this moment on, I will love you and honor you for the rest of my life.

4. *Expressive* – a type of illocutionary act in which the speaker expresses his/her feelings or emotional reactions. Some examples of an expressive act are thanking, apologizing, welcoming and deploring.

Example:

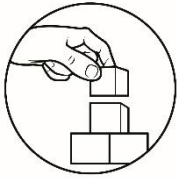
Thank heavens, you came to save me! I owe you my life.

5. *Declaration*– a type of illocutionary act which brings a change in the external situation. Simply put, declarations bring into existence or cause the state of affairs which they refer to. Some examples of declarations are blessing, firing, baptizing, bidding, passing a sentence, and excommunicating.

Example:

You are hired!

By saying that someone is hired, an employee causes or brings about the person's acceptance to job; consequently, this changes his external situation.



What's More

Activity 1 Understanding Speech Act

Activity 1A. React to Me Now!

Below is a dialogue from a movie. Analyze the speech act of the characters shown in the table below.

Title of the Movie: My Ex and Whys			
Character	Line	Intention	Effect
Liza Soberano as Calixta "Cali" Ferrer	"Am I not enough? Pangit ba ako? Kapalit-palit ba ako?"	To express her frustration to the person who cheated on her.	Gio (Enrique Gil) realized that what he did was wrong.

Suppose you are in the same situation. What would be your reaction as Gio? Write your response on a separate sheet of paper.



Your Response:

Activity 1B. Famous Lines

Recall your favorite movie/teleserye and its striking lines. Determine the character's speech act by filling out the table.

Title of the Movie:			
Character	Line	Intention	Effect

Activity 2: Responding Appropriately and Effectively to a Speech Act

Suppose you are in the same situation with the character, how will you respond to the utterance/ statement?

Take note that your reaction must show logical connection to the utterance you must be responding to.

Criteria for Scoring:

Concept	-	5 points
Reasoning	-	5 points
Clarity	-	<u>5 points</u>
TOTAL		15 points

<i>Concept</i>	<i>-demonstrates understanding of the key concepts learned</i>
<i>Reasoning</i>	<i>-supports specific reaction/s with logical reasons</i>
<i>Clarity</i>	<i>- shows clarity in the presentation of response</i>



What I Have Learned

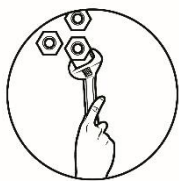
Now, let us check what you have learned from this lesson.

A. Complete the statements by writing the correct word/s.

1. _____ is an utterance that a speaker makes to achieve an intended effect.
2. The functions of speech act are _____, _____, _____, _____, _____, or refusal.
3. Speech act is an act of _____.
4. There are three kinds of speech act. They are _____, _____, and _____.
5. Locutionary act is the actual act of _____. This act happens with the utterance of a sound, a word or even a phrase as a natural unit of speech.
6. _____ act is the social function of what is said
7. _____ act is the consequent effect of what was said. It is based on the particular context in which the speech act was mentioned.
8. The aim of Perlocutionary Speech Act is to change _____, _____, or _____.
9. _____ is a philosopher of language and the developer of the Speech Act Theory.
10. There are five classifications of speech act. These are _____, _____, _____, _____, and _____.

B. Explain the importance of being able to respond effectively and appropriately to speech act. Use the prompt below to express your thoughts on this.

- | | | |
|-----|---|--|
| 11. | } | <i>At first, I thought that</i> |
| 12. | | _____. |
| 13. | | <i>But now, I have learned</i> |
| 14. | | <i>that</i> _____. |
| 15. | | |



What I Can Do

Do a Good Turn Daily!

A. Suppose you are in the situations described below. As a good citizen, how are you going to respond to these? Supply the table with the needed information. The first one is done for you.

Scenario	Locutionary (Utterance)	Illocutionary (Intention)	Perlocutionary (Response)
Mrs. Sanchez was carrying heavy books.	<i>"It's heavy!"</i>	<i>Mrs. Santos needs help.</i>	<i>I will help her bring her books.</i>
Renato lost his wallet.			
The children were crossing the busy street.			
Anton could not find his eraser for the Math test.			
Mae accidentally slipped on the floor.			

Create Me A Story!

B. Narrate a short story about any of the situations presented in the previous activity using *Expressive* and *Declaration* as classification of speech act. Include the dialogue/ discourse of the characters to show their appropriate responses. Be guided by the given example.

Example:

Juan is a good kid. He always tries his best in school. He studies his lessons well and does his assignments diligently. He also submits his projects before the deadline. After some time, his efforts paid off.

"A round of applause for Juan dela Cruz! He is hereby awarded this certificate of recognition for his outstanding academic performance, With High Honors!", the teacher announced. "Congratulations, Juan!", Ms. Ivy Lim added.

Aling Teresa exclaimed, Wow, congratulations, Juan! I am so proud of you."



Assessment

Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Who proposed the Speech Act Theory?
 - A. John Austin
 - B. John Searle
 - C. John Cena
 - D. John Lennon
2. When can we say that a speech act is a locutionary act?
 - A. when there is an utterance of a sound, a word, or even a speech
 - B. when there is something said to express an intention
 - C. when the utterance changes the person's feelings, thoughts or actions
 - D. when the statement caused misunderstanding and confusion
3. Which of the following statements shows an *illocutionary speech act*?
 - A. "Our class will end in five minutes." (*The teacher's actual utterance*)
 - B. "Our class will end in five minutes." (*The teacher wants the class to finish the task before the bell rings*)
 - C. "Our class will end in five minutes." (*The listeners respond by finishing their task right away.*)
 - D. "Our class will end in five minutes." (*The exact words of the teacher*)
4. What do you call the utterances that a speaker makes to achieve an intended effect?
 - A. Speech Act
 - B. Speech Context
 - C. Speech Style
 - D. Speech Variation
5. What type of speech act has an intended effect through locution and illocution?
 - A. locutionary
 - B. illocutionary
 - C. perlocutionary
 - D. prolocutionary
6. Who is the proponent of the Speech Act Theory?
 - A. J.L. Austin
 - B. J.F. Kervin
 - C. J. A. Austin
 - D. J.L. Gastivo

7. What type of speech act is this? "Please don't let the door open," the speaker requests that the door remain closed.
- A. locutionary
 - B. illocutionary
 - C. perlocutionary
 - D. prolocutionary
8. You were eating delicious apples. Your friend came and asked you, "Is that sweet?" while looking at your apples. How will you respond appropriately?
- A. "Yes, these apples are sweet."
 - B. "No, please leave me alone."
 - C. "Yes, would you like some?"
 - D. "Absolutely!"
9. Who is the professor from the University of California, Berkeley that classified illocutionary acts into five distinct categories?
- A. John Austin
 - B. John Searle
 - C. John Lennon
 - D. John Scarley

For numbers 10 -15

To what classification of illocutionary act do the given examples belong? Choose your answer from the choices below.

- A. assertive
 - B. commissive
 - C. directive
 - D. expressive
 - E. declaration
10. "No one can sing as Leah does!"
11. "Please clean the room before you leave."
12. "From this day forward, I promise to love you for the rest of my life."
13. "You are blessed."
14. "I love you very much!"
15. "Kindly see me after class."



Additional Activities

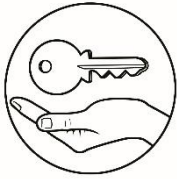
You have learned that communicative competence requires understanding of speech act to respond appropriately for effective communication. Hence, it is important to determine the appropriate response in different social setting and situations.

Watch an interview from television, radio or internet. Analyze the utterances of the person being interviewed and point out whether those utterances/statements made were understood completely, followed comprehensively or misunderstood deliberately by the interviewer.

Be able to explain the reason why you think certain utterances/statements made were misunderstood.

Please take note that your output will be assessed using the criteria below.

Utterances/ Statements	Intention of the Interviewee (The person interviewed)	Interviewer's Understanding of the Message Conveyed	Possible Reasons/Causes on the Misunderstood part of the Interview If There Was
Criteria for Scoring: <div> Reasoning - 5 points Support and Development of Ideas - 5 points Clarity - 5 points Insight on the Subject - <u>5 points</u> TOTAL - 20 points </div>			



Answer Key

What I Know 1. A 2. B 3. C 4. D 5. A 6. A 7. D 8. B 9. B 10. C 11. C 12. D 13. C 14. D 15. B	What I Have Learned 1. Speech act 2. Offering an apology, greeting, request, complaint, invitation, compliment 3. communication 4. locutionary, illocutionary, perlocutionary 5. uttering 6. illocutionary 7. perlocutionary 8. change feelings, thoughts, action 9. J.L. Austin 10. Assertive, directive, commissive, expressive, declaration 11 – 15. Answers vary	Assessment 1. A 2. B 3. C 4. A 5. C 6. A 7. B 8. C 9. B 10. A 11. C 12. B 13. E 14. D 15. C
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